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ABSTRACT

This paper outlines the basic structure, content, and organization of the Competency-Based Teacher Education (CBTE) program developed for part-time community college instructors at Mount San Jacinto College. Trainees in the program meet in five to seven three-hour class sessions over a typical sixteen-week time span. Sessions are usually spaced with a two-week interval between sessions 1 and 2, and four weeks between sessions 2 and 3, 3 and 4, and 4 and 5; subsequent sessions are spaced according to class convenience. Between the group sessions, trainees complete a total of ten self-instructional lessons, consisting of a filmstrip, audiotape, and worksheet, and requiring 80-120 hours of trainee time. The contents of the course provide trainees with material and activities to learn the elements of course and lesson planning, preparation and use of student evaluation items, techniques for selecting and using instructional aids, how to organize and manage classroom settings, and how to obtain and utilize resources at their particular college. The basic CBTE instructional package includes the ten self-instructional multimedia lessons, two group multimedia lessons, an instructors guide and the trainee's study syllabus. Appendices in this report include: CBTE course operational schedule for group and interim sessions, an instructional parcel checklist, broad areas of competence required to complete the course, and a CBTE course structure flowchart. (MB)

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CBTE

COMPETENCY-BASED TEACHER EDUCATION FOR COMMUNITY COLLEGE INSTRUCTORS

A PARTLY SELF-INSTRUCTIONAL STAFF DEVELOPMENT PROGRAM

A MONOGRAPH

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COMPETENCY-BASED TEACHER EDUCATION FOR COMMUNITY COLLEGES

THE IMPETUS

- *in the beginning . . .*

The basic structure, content and organization of the Competency-Based Teacher Education (CBTE) program was evolved by Dr. Milo Johnson (Superintendent/President, Mt. San Jacinto College) in the early 70's. It was offered as an alternative part-time teacher training course without formal multimedia for several years. In 1975, EPDA funding made it possible to begin the development of multimedia and instructional materials which make this program an extremely flexible, adaptable, staff development methodology—yet one which produces highly consistent training outcomes.

After initial field testing in eight community colleges (9 classes) in the fall of 1976, and subsequent revision, Mt. San Jacinto has provided direct assistance and supervision of the class in nine new California community colleges. By the end of the 1977-78 school year, colleges cooperating in the program have offered 35 CBTE classes.

- *to serve a continuing staff-training problem . . .*

To provide current, relevant subject matter as needed by students enrolled in community colleges, California colleges have traditionally utilized many part-time instructors. In most colleges, part-time instructors comprise 60 to 70 percent or more of the total staff. Since this group tends to have a high turn-over rate, there is a constant need for part-time instructor training to meet certification requirements.

- *to provide flexible training . . .*

The number of new trainees could be managed through existing training programs. However, the fact that a great many of these instructors also work full-time in non-educational jobs, made it difficult or impossible for some of them to attend conventionally-scheduled classes. One of the needs fulfilled by the CBTE class is flexibility to adjust to trainees' time-lines without sacrificing training outcomes.

- *to provide locally-based training . . .*

Since CBTE classes are usually taught on local community college campuses, by an instructor or supervisor of that college, the course also provides an orientation to the processes, policies and resources

of that campus. Additional dividends of local operation of the course are: an increased feeling of part-time instructors that they are a part of the college community; and an opportunity for supervisors to get to know and work with their instructors.

- *to establish a local model for course materials to produce accountable education . . .*

In the CBTE course trainees learn to plan their courses, lesson plans and instruction based on the competencies (the precise outcomes) expected of learners in a format applicable to all subject fields. Trainees have used the model in a wide diversity of areas—ranging from trade and industrial courses to history, English and philosophy.

THE OPERATIONAL STRUCTURE

- *the most typical mode . . .*

5-7 GROUP SESSIONS. Trainees meet in 5-7, three-hour class sessions. The actual number of sessions depends upon the number of people enrolled, the instructional resources available to the instructor, and the needs of trainees.

The number of people influences the number of sessions through the fact that each person must make at least one lesson presentation before the group. Consequently, if there are 10 to 12 trainees, six sessions may be enough; 13-18 trainees usually require 7 sessions. If the class is larger, several alternatives are available for taping the lesson presentations and keeping individual trainee's class-time within reasonable limits. Some alternatives are:

1. Split the group with only 6-8 trainees observing and critiquing each presentation, and rotate presentation and operation roles.
2. Split the group and have someone (possibly a trainee operate another taping unit in another setting, while the CBTE instructor operates one in the regular class locale). The CBTE instructor usually evaluates each trainee's performance on the tape later. Obviously, videotaping is more suited to later evaluation than audiotaping.
3. For those people, who are already teaching classes and need to repeat or do an additional presentation to attain the minimum competency rating for the course, the subsequent presentations may be taped by the CBTE instructor (or an AV technician) in the trainee's classroom.

Extra class sessions, or different-length sessions, may be held upon the request of trainees without changing the stated course competencies.

SPACING SESSIONS. In the typical 16-week pattern, total-group sessions are spaced with a 2-week interval between sessions 1 and 2; 4 weeks between sessions 2 and 3, between 3 and 4, and between 4 and 5. Subsequent sessions may be spaced at any interval convenient for the class—usually one to two weeks apart.

Sessions may be spaced more closely together when trainees have more time available at a particular period to spend on course activities (i.e., during a summer or an interim session). A typical revised schedule is shown in the Appendix.

SELF-INSTRUCTIONAL ACTIVITIES (80-120 hours). Between group sessions the course lectures and demonstrations are provided in a sequential manner through a series of 10 self-instructional lessons. Each lesson consists of a filmstrip, audiotape and worksheet. In most cases, outside activities require 80 to 120 hours of trainee time.

The worksheets are included as a part of a CBTE, Participant Study Syllabus. The Syllabus also describes the course, course operational procedures, and provides a list of outside assignments in a checklist format—with places to record the dates when assignments are due.

The outside activities lead directly to the development of the course competencies whose products include: evidence of course and lesson planning competency (an Instructional Parcel); evidence of ability to present lessons (a recorded presentation); and evidence of ability to utilize basic educational concepts (to some extent shown in the instructional parcel, but formally tested through post-tests on the ten self-instructional lessons).

A summary of the general areas of competence to be developed by trainees, taken from the CBTE Instructor's Guide, is shown in the Appendix. Also shown in the Appendix is a checklist of the minimum components to be included in the trainee's Instructional Parcel.

THE CONTENTS

- *to provide a broad overview of the job of teaching . . .*

Through course material and activities trainees learn the elements of course and lesson planning, preparation and use of student evaluation items, techniques for selecting and using instructional aids, how to organize and manage classroom settings, and how to obtain and utilize resources in their local schools.

The broad and specific course competencies have been identified in the CBTE Course Structure chart in the Appendix.

- *to create accountable courses of instruction . . .*

Two self-instructional and one group-instruction lessons focus upon course construction. Group lesson SDI 100, The Competency Based Program

and Course Instruction, introduces the trainee to the CBTE course procedures and the identification of course competencies by trainees for a course they expect to teach. SDI 1, Competency Based Education, helps trainees organize and specify the measurable components of a course. SDI 10, Currently Unmeasurable Competencies, describes the need and methodology for selecting and stating those competencies that should be actively promoted through instruction in a course of study, even though they are unmeasurable during the time-period covered by the course.

- *to prepare lessons and evaluate outcomes . . .*

Self-instructional lesson SDI 2, Developing Competency Through Instruction, describes the four-step method for lesson presentation and provides a model for writing lesson plans. Lesson SDI 3, Evaluation Techniques, identifies four types of assessment devices, eight kinds of evaluation items and provides models for writing items.

- *to prepare and use instructional aids . . .*

It is virtually impossible to serve the needs of all students in a class without using instructional aids of some kind. Self-instructional lesson SDI 4, Individualizing Instruction, explains what is meant by individualization and shows some devices for doing it. SDI 5, Using Instructional Aids and Equipment, provides an overview of the most common kinds and uses of instructional aids, and instructional techniques.

- *to manage a classroom . . .*

An introduction to learning theory and variables is shown in self-instructional lesson, SDI 7, Principles of Learning. Suggestions for setting up a classroom to provide a physical setting conducive to learning are provided in lesson SDI 8, Organizing Your Classroom.

Interpersonal factors in providing a climate conducive to learning are provided in lesson SDI 6, Building a Positive Learning Climate in the Classroom.

Group lesson, SDI 5.1, Making a Transparency Master, is used in this course to introduce trainees to "teaching techniques" before they go out to observe classes—before they begin to finalize their own presentations for the CBTE class.

- *to identify local practices and resources . . .*

How do the teachers obtain the resources needed to do their job—the books, references, instructional materials? What pupil personnel services are available? These are some of the questions the trainee can answer after completing lesson SDI 9, Learning Resources.

- *to develop a community feeling . . .*

Whether we are dealing with full-time or part-time instructors—with occupational or academic instructors—the opportunity for group interaction of local staff promotes a strong commonality of interest. This interest is strengthened when the kinds of instructor and subject fields are intermixed in a CBTE class.

THE MATERIALS

- *the basic CBTE Instructional Package . . .*

The basic CBTE course instructional package includes 10 self-instructional multimedia lessons, 2 group-instruction multimedia lessons, an Instructor's Guide and the Participant (trainee's) Study Syllabus.

For a class of 25-35 students, 10 copies of each self-instructional lesson are usually sufficient. Frequently, several of the filmstrips are cut-apart and mounted into half-frame slide frames for use in carousel-type projectors. Typically, this procedure is less expensive than duplicating slides.

- *the Instructor's Guide . . .*

Virtually everything needed by the CBTE instructor to teach the course, except hardware, is provided in the CBTE Instructor's Guide. It includes, the course competencies expressed as measurable competencies, lesson plans for each group class session, masters for producing overhead projection transparencies, a course grading and progress form, texts for each multimedia lesson, self-instructional lesson post-tests and answer keys.

- *the Study Syllabus . . .*

Study syllabi are reproducible by local schools, or are available from Mt. San Jacinto College. They are usually purchased by each trainee. The syllabus includes the 10 worksheets for the 10 self-instructional lessons, a sample Instructional Parcel (as a model for trainees to follow in producing their own), descriptions of CBTE course competencies and trainee expectations, and assignments for the course.

- *to supplement the CBTE course . . .*

To provide greater depth and enhance skills developed during the initial CBTE course, a series of five multimedia lessons also is available. These may be used with individuals or groups, as individual units or as a sequence for in-service staff development. Each lesson

includes one each: filmstrip, audiotape, worksheet and leader's lesson plan. The numbers used to identify each lesson are related to the CBTE course numbers described previously. Their content is described in their titles, which follow:

SDI 4.1, How Do You Know You Need Instructional Aids?
SDI 2.1, Preparing and Using Instruction Sheets.
SDI 5.2, Designing and Using Overhead Transparencies.
SDI 5.3, Preparing and Using Slide-Tape Presentations.
SDI 5.4, Preparing and Using Videotapes.

- *to obtain information on CBTE materials . . .*

Write to the Multimedia Office, Mt. San Jacinto College, 21400 Highway 79, San Jacinto, CA 92383 or call (714) 654-7321.

APPENDIX

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CBTE Course Operational Schedule for 2-Week Interim Session

_____ GROUP SESSION 1 (9-12 a.m.)
(Date)

(a) Get to know each other and your instructor.

Instructor _____ Office _____

Office Hours _____ Phone _____

(b) Describe class goals and procedures.
(c) Establish class meeting and assignment timelines.
(d) Find out how to obtain and use self-instructional lessons.
(e) Complete registration forms (individuals earning course credit).
(f) Learn to identify broad and specific course competencies for a class you will teach.
(g) Prepare to complete self-instructional lessons, SDI-1 and SDI-10 to be completed as noted on the BETWEEN SESSIONS ASSIGNMENTS.

_____ BETWEEN GROUP SESSIONS 1 & 2 CHECK OFF
(Due)

(a) Complete self-instructional lessons SDI-1 and SDI-10 _____
(b) Course Competency Chart (SDI-1, Assignment Sheet #1) _____
(c) Currently Unmeasurable Competencies (SDI-10, Assignment 1) _____

_____ GROUP SESSION 2 (9-12 a.m.)
(Date)

(a) Turn in worksheets for lessons SDI-1 and SDI-10.
(b) Discuss lessons SDI-1 and SDI-10, and assignments completed since Group Session 1.
(c) Take post-tests on SDI-1 and SDI-10.
(d) Discuss Class Observation Report, and the Presentation Rating Form.
(e) Arrange visitations for class observations.
(f) Prepare to complete the self-instructional lessons SDI-2 and SDI-3 as indicated on the BETWEEN SESSIONS ASSIGNMENTS.

_____ BETWEEN GROUP SESSIONS 2 & 3
(Due)

(a) Complete self-instructional lessons SDI-2 and SDI-3 _____
(b) Titles for 2 lesson plans including relationship to BROAD & SPECIFIC Course Competencies (use top portion of Lesson Plan from SDI-1 & complete lesson competency specification) _____
(c) Draft and arrange course competencies for your course outline (see SDI-1, Assignment 2) _____

_____ (d) Draft of complete Lesson Plan 1 including test items
(Due) (model plan on SDI-2, and test items on SDI-3) _____

_____ GROUP SESSION 3 (9-12 a.m.)
(Date)

(a) Turn in worksheets for self-instructional lessons SDI-2 and SDI-3.
(b) Discuss SDI-2 and 3 and assignment work between sessions.
(c) Take post-tests, lessons SDI-2 and SDI-3
(d) Set up schedule for class presentations during Group Sessions 4, 5, and possibly 6.
(e) Instructor or other demonstrations of instructional procedures, instructional aids and/or educational materials or resources.
(f) Prepare to complete self-instructional lessons SDI-4 & SDI-5 as indicated on the BETWEEN SESSIONS ASSIGNMENTS.

_____ BETWEEN GROUP SESSIONS 3 & 4

(Due)

(a) Complete self-instructional lessons SDI-4 & SDI-5 _____

(b) Class observation form and rating (turn-in after group discussion, Session 3). Provide 1 or 2 video tapes of lesson presentations when actual observation is not possible _____

(c) Draft of complete course outline _____

_____ GROUP SESSION 4 (9-12 a.m.)

(Date)

(a) Turn in worksheets for self-instructional lessons SDI-4 & SDI-5.

(b) Discuss the self-instructional lessons and between sessions assignments.

(c) Take post-tests on SDI-4 & SDI-5.

(d) Make and rate lesson presentations.

(e) Prepare to complete self-instructional lessons SDI-6 & SDI-7 as indicated on the BETWEEN SESSIONS ASSIGNMENTS.

_____ BETWEEN GROUP SESSIONS 4 & 5

(Date)

(a) Complete self-instructional lessons SDI-6 & SDI-7 _____

_____ (b) Draft of Lesson Plan #2 _____

(Due)

(c) Individualized instruction handouts (4 kinds):

1. A "how to" operation or job sheet along with a checked checklist reviewed by another person in your field (see SDI-4, pp. 7-14). _____
2. Three other instruction sheets as per SDI-5, Assignment 2.

NOTE: The instruction sheets should relate to, and be a part of the Lesson Plans whenever possible.

(d) Written, brief report on a reproduction process (see SDI-5, Assignment 1). Demonstration by workroom personnel or knowledgeable person. _____

(e) Outline steps you will use to inform student during first class session of the course outcomes you expect them to achieve during the course (Assignment 1, SDI-7) _____

(f) List the ways that you will determine the satisfactory completion of the expectations in "a" above (i.e., by written tests, performance rating, rating of products produced, etc.) (Assignment 2, SDI-7)

NOTE: 1 and 2 may be combined into a chart or other combined format. _____

_____ GROUP SESSION 5 (9-12 a.m.)

(Date)

(a) Turn in worksheets for self-instructional lessons SDI-6 & SDI-7.

(b) 30 minute presentation on educational resources by counselor or other person. During lesson trainee takes notes to fulfill Outside Assignments 1, 3 & 5 in Worksheet, SDI-9, p.5. (Alternative: handout information sheets.)

(c) Discuss self-instructional lessons & prior assignments.

(d) Take post-tests, SDI-6 & SDI-7.

(e) Start of lesson presentations (3 persons).

BETWEEN SESSIONS 5 & 6

_____ (Due)

(a) Complete last two self-instructional lessons, SDI-8 & SDI-9 _____

(b) Persons who have made lesson presentations, review tapes, rate selves, turn ratings in to the instructor _____

_____ (Due)

(c) Complete INSTRUCTIONAL PARCEL, turn in (2 copies, typed). Incorporate materials prepared from previous assignments wherever possible. Do not include parts of self-instructional worksheets. CHECK CONTENTS OF PARCEL AGAINST YOUR INSTRUCTIONAL PARCEL CHECKLIST (p. 3 of your Study Syllabus) to make certain all elements are provided. _____

_____ (Date) GROUP SESSION 6 (9-12 a.m.)

Five (5) lesson presentations.

NOTE: When a class has at least 12 trainees, it may be split providing at least 5 observer/raters per presenter. On a tight schedule, this permits the other trainees to work on other course competencies. Also, where more than 1 video taping unit is available, more than 1 group can make lesson presentations at one time. (The CBTE Instructor reviews the lesson presentation later, anyway—after it has been reviewed and rated by the presenter.)

(1:30-4:30 p.m.)

(a) Five (5) lesson presentations.

(b) Return of Instructional Parcels needing further revision or other work. (Where extensive modification is needed, the date for final acceptance may be extended a reasonable amount.)

(c) If the class was split for presentations, the people making morning presentations should review and rate their presentations.

_____ (Date) GROUP SESSION 7 (9-12 a.m.)

(a) Follow the lesson presentation format for Group Session 6 (5 presentations).

(b) In split groups, people who made presentations in the p.m. can review and rate their presentations

(1:30-4:30 p.m.)

(a) Complete lesson presentations, if any are to be made.

(b) Pick-up any re-presentations where a lesson presentation was not acceptable to the 80-percent level. (If time does not permit pick-ups within this 2-week class, the CBTE instructor can retape the trainee in an actual class situation, or set-up another presentation session within 2-weeks.)

(c) Lesson presenters who have not done so already will review and rate their own presentations.

(d) Trainees who have other competencies to complete should do so at this time. Where these cannot be made within the 2-week course period, a schedule for their completion should be set up as agreed upon by the instructor and trainee. ALL COMPETENCY LEVELS MUST BE ATTAINED TO COMPLETE THIS (or any) COMPETENCY-BASED COURSE.

INSTRUCTIONAL PARCEL
CHECKLIST

Student _____

Class Term/Year _____

The INSTRUCTIONAL PARCEL provides evidence of competency to plan and prepare course materials—constituting 1/3 of your course expectations. You can use this checklist to record your own progress in completing its components. A description and checklist for all course assignments is provided further on in this course syllabus.

COURSE OUTLINE

- Course description . . . . . _____
- Prerequisites . . . . . _____
- Texts . . . . . _____
- References . . . . . _____
- Broad course competencies . . . . . _____
- Specific course comp. statements . . . . . _____
- Master grading plan . . . . . _____
- Currently unmeasurable competencies . . . . . _____

LESSON PLANS	#1	#2
Lesson competency statement	_____	_____
Instructional aids identified	_____	_____
Four steps provided w/post-test	_____	_____

INSTRUCTIONAL SHEETS

- Information sheet . . . . . _____
- Job sheet . . . . . _____
- Operation sheet . . . . . _____
- Assignment sheet . . . . . _____

EVALUATION ITEMS	Items	Directions	
5 True/False*	_____	_____	
5 Multiple choice*	_____	_____	
5 Completion*	_____	_____	
2 Matching*	_____	_____	
1 Identification*	_____	_____	
2 Essay*	_____	_____	(criteria for grading)

(*) may be included in lesson plan post-tests

- 1 Performance rating sheet . . . . . _____
- 1 Product rating sheet . . . . . _____

To complete this CBTE course evidence of competency must be provided

Competency	Evidence	Grade part	Ratings
1. Plan course, lessons and course material	Instructional Parcel	1/3	90-100%
2. Teach lessons	Recorded presentation	1/3	80%
3. Use basic educational terms & concepts	Post-tests on self-instructional lessons and/or other course tests	1/3	75% per test 80% average of all tests

CBTE COURSE STRUCTURE

BROAD COURSE COMPETENCIES or Major Instructional Units

1.0 Construct a Course	2.0 Prepare Lesson Plans	3.0 Evaluate Achievement	4.0 Prepare & use Instructional Aids	5.0 Manage Classroom Activities	6.0 Organize the Classroom/lab	7.0 Identify & Obtain Resources

SPECIFIC COMPETENCIES or Main Instructional Segments (Summarized)

1.1 Identify broad course competencies 1.2 Define specific competencies 1.3 Organize the course content 1.4 Develop a grading plan 1.5 Specify currently unmeasurable competencies 1.6 Develop a course description based on broad competencies 1.7 Use concepts on course construction	2.1 Identify content for the 4 steps of lessons 2.2 Identify instructional aids and materials for lessons 2.3 Use concepts of lesson planning	3.1 Prepare pre-/post-tests for lesson plans 3.2 Write sample test items 3.3 Prepare product/performance rating devices 3.4 Use concepts of evaluation	4.1 Prepare 4 kinds of instruction sheets 4.2 Describe reasons/stages for individualizing instruction 4.3 Describe ways to use 10 instructional aids 4.4 Demonstrate uses of instructional aids 4.5 Use concepts of individualizing instruction	5.1 Describe ways to develop class cohesion & empathy 5.2 Describe ways to identify & reduce individual & group tensions 5.3 Describe effects of unfulfilled basic needs on learning 5.4 Demonstrate ways to develop class cohesion & empathy 5.5 Demonstrate ways to reduce individual & group tensions 5.6 Utilize lesson plans in teaching 5.7 Provide safety instruction	6.1 Describe factors in environment affecting learning & instruction 6.2 Adapt & use classroom environment checklist 6.3 Describe how to develop safety organization and plans	7.1 Identify class texts & references 7.2 Describe how to obtain educational resources 7.3 Explain functions of a learning resource center 7.4 Differintiate between various duplication & copying processes 7.5 Describe functions of pupil/personnel services

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